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Promotion and protection of all human rights, civil, political, economic, social and cultural rights, including the right to development

Evaluation of the implementation of the second phase of the World Programme for Human Rights Education

Report of the Office of the United Nations High Commissioner for Human Rights

Summary

The present report is submitted in response to Human Rights Council resolution 27/12, in which the Council requested the Office of the United Nations High Commissioner for Human Rights to submit to it at its thirtieth session an evaluation report on the implementation of the second phase (2010–2014) of the World Programme, based on national evaluation reports.

The report provides an overview of action undertaken at the national level, as reported by States, with regard to human rights education in higher education and human rights training for civil servants, law enforcement officials and the military. It draws conclusions from all the information reviewed and provides recommendations for furthering human rights education and training, building on the progress made during the second phase.

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I. Introduction

A. Background

1. The General Assembly, in resolution 59/113A, proclaimed the World Programme for Human Rights Education as a global initiative to advance the implementation of human rights education in all sectors. The programme is structured in consecutive phases during which different sectors are selected for particular national attention. The first phase covered the period 2005 to 2009 and focused on integrating human rights education in primary and secondary schools. An evaluation of that first phase was conducted in 2010 and is available in document A/65/322.

2. The Human Rights Council, in resolution 12/4, decided that the second phase of the programme, covering the period 2010 to 2014, would focus on human rights education in higher education and on human rights training for teachers and educators, civil servants, law enforcement officials and military personnel at all levels. A plan of action to that end was adopted by the Council in September 2010. The plan provided that, in early 2015, at the conclusion of the second phase, each country would undertake an evaluation of actions carried out and submit a national evaluation report to the Office of the United Nations High Commissioner for Human Rights (OHCHR), which would prepare a global evaluation report to be submitted to the Council in 2015.

3. As requested by the Council in resolution 15/11, in 2012, OHCHR prepared a progress report (see A/HRC/21/20) containing a preliminary overview of national human rights education initiatives in higher education and in training for teachers and educators, civil servants, law enforcement officials and the military, as reported by 34 Governments and 14 national human rights institutions.

4. In September 2014, the Council reminded States, in resolution 27/12, to prepare and submit their national evaluation reports on the second phase of the World Programme to OHCHR by April 2015, in line with the plan of action. The Council also requested OHCHR to submit to it at its thirtieth session an evaluation report on the implementation of the second phase of the World Programme, based on the national evaluation reports.

B. Methodology

5. In February 2015, OHCHR sent notes verbales to States recalling the Council's reminder to submit their national evaluation reports on the second phase of the programme, together with a guidance note, drawn from the plan of action, to facilitate their preparation.

6. By 1 June 2015, 28 Governments had responded (see annex). Their responses were the primary source of information for this report, supplemented by the information contained in the aforementioned 2012 progress report, as well as material received from States in the context of the consultation that took place on the target sectors, focus areas or thematic human rights issues for the third phase of the World Programme (see A/HRC/24/24) and on the text of the plan of action for the third phase (see A/HRC/27/28). In addition, information in the national reports submitted by States in the context of the universal periodic review was also taken into account, where they highlighted pertinent human rights education activities undertaken during 2010 to 2014.

7. Due to word-limit constraints, all the information that was submitted or reviewed could not be included in the present report. Rather, based on the information available, the report provides an overview of actions undertaken by Governments during the second

phase of the programme, drawing out some general points, highlighting specific examples and presenting some of the challenges reported. Finally, the report offers conclusions and recommendations for further implementation of the World Programme.

II. Overview of action at the national level

8. The responses received from States varied considerably in their approach. The agencies charged with submitting the responses, which were not always clearly indicated, also varied. In nine cases, a designated human rights ministry or department gathered responses from the different government organs involved in implementing the programme. In Colombia, for example, the Presidential Council for Human Rights and International Humanitarian Law assembled the responses from the Ministries of Internal Affairs, Education and Defence, as well as from the Ombudsman's Office, the Administrative Department of the Civil Service and the Presidential Advisory on Human Rights. In Honduras, the Directorate of Human Rights, Education and Peace oversaw the evaluation and reporting process. In seven States, the Ministry of Foreign Affairs assumed responsibility for preparing the response; and in five States, it was the Ministry of Education. The Human Rights Department of the Ministry of Foreign Affairs of Chile gathered information from the Ministry of Education and other ministries, the judiciary, the legislature and the National Institute for Human Rights, an autonomous public institution that promotes human rights among civil servants, law enforcement officials and the armed forces and at all levels of the education system.

9. It seems that not many States were able to tackle the evaluation comprehensively in line with the guidance note transmitted by OHCHR. The reasons for this appeared to be primarily lack of time and/or adequate resources. Some States limited their response to a report on training courses provided or planned for one or two of the groups targeted in the second phase: for example, higher education institutions in Estonia, or training courses to staff of the Ministries of the Interior and Foreign Affairs in Kuwait. Burundi reported on the training provided to police officials, school principals and a number of other key figures across the country, while regretting that a lack of resources prevented it from doing more. The response from Bosnia and Herzegovina was prepared by the Ministry of Human Rights and Refugees, which, in 2012, had organized a national workshop for relevant government officials on the country's obligations under Human Rights Council resolution 15/11. It pointed out, with regret, that while it could report on a number of activities that had been carried out, it had not been able to follow through the recommendations in full, owing to lack of adequate technical support. Reporting on its progress under the World Programme, Armenia considered the first and second phases incomplete and wished for them to be retained for the third phase of the programme, which they considered should be extended to 10 years.

10. Notwithstanding the variety in the responses, it was possible to draw from them and from other material reviewed a general overview of the initiatives in each of the focus sectors of the second phase.

A. Human rights education in higher education

11. A few States referred to higher education policies relating to human rights education. A number of States stated that higher education establishments were independent of the Government and could define their own programmes and policies without interference from the State. In Hungary, the role of the State is to ensure that freedom. At the same time, many States presented abundant evidence to show that human rights were currently taught in many universities and other higher educational institutions

worldwide and that that was encouraged in a variety of ways. Recent national reports submitted under the universal periodic review further attested to that. A survey carried out in Chile found that 48.2 per cent of higher education institutions in that country included the development of human rights as a subject in their strategic corporate plans and 63.5 per cent included human rights as a specific subject in the curriculum. Colombia reported that, while the majority of institutions of higher education in the country still regarded human rights as a marginal aspect of the curriculum, the 2010–2014 National Human Rights Education Plan encouraged initiatives in that regard and considered that the impact of human rights education within the informal education sector was beginning to exert a positive influence on the formal education sector, also. In Mexico, the National Human Rights Programme 2014–2018 was contributing to the implementation of the 2011 constitutional human rights reform; in that context, a specific agreement had been concluded between the Ministry of the Interior, the National Association of Universities and Institutions of Higher Education and the National Human Rights Commission to further the promotion of human rights in higher education. The 2012 progress report on the World Programme (see A/HRC/21/20, para. 20) also indicated the substantial contribution of national human rights institutions and other actors in that respect.

12. Human rights were currently addressed as a core element in the Faculties or Departments of Law, Political Science, Social Science and/or International Relations in universities in most of the reporting States, at the undergraduate and graduate levels, as well as in general humanities and socioeconomic courses. Human rights were also taught as necessary skills in psychology, mental health, medicine, communications, physics, sustainable development courses, among others. In 2012, 534 universities in Japan offered courses on human rights. The opportunities in Switzerland are manifold, with human rights being taught in over 35 universities and institutes of higher learning. Whereas Togo reported that it had not been able to do a great deal in resourcing human rights courses in higher education, the subject was taught in the Faculties of Law and Political Science in the national public universities of Lomé and Kara and grants were awarded to Togolese students to pursue master's degrees in human rights in Benin and in France. The Ministry of Human Rights in Guinea has a plan of action for the introduction of human rights education in Guinea, including at the university level; in 2012, a master's degree in human rights and international humanitarian law was created at the University of Sonfonya, supported by both Guinean and foreign professors. The first cohort of students graduated in April 2014 and the university was currently developing human rights research programmes. In Lebanon, the Academic University for Non-Violence and Human Rights, accredited in 2014 by the Council of Ministers, delivered master's courses for students in the region.

13. While universities were the focus of most responses, human rights were also taught in a range of other higher education establishments, including, for example, technical higher education institutions in Romania and the Education Workers' Academy for Training and Continuous Development in the Russian Federation. China noted in its last report under the universal periodic review that the construction of a new series of national human rights education and training centres had entered the substantive assessment phase.

14. A number of States (for example, Australia, Bosnia and Herzegovina, Ecuador, Hungary and Japan) mentioned that the laws relating to higher education contained human rights provisions, especially insofar as they prohibited discrimination with regard to both teaching staff and students. In Germany, higher education institutions were committed, by law, to human rights and to ensuring the freedom of teaching, learning and research within a framework based on democratic principles. Some States, such as Greece and Hungary, referred to frameworks in place for admission to universities and other places of higher education for members of particular minorities and for the education of persons with disabilities, including vocational training and lifelong learning. In Mexico, 11 Government-funded intercultural universities provided higher education for indigenous and other youth,

facilitated the preservation of indigenous cultures and supported the development of indigenous communities.

15. Teaching methods were described as participatory in nature and little reference was made to formal courses of lectures without active engagement on the part of students. Honduras described how inter-institutional groups were formed to design and implement programmes, including the curriculum framework, methodology, approach, evaluation and profile of participants, with course modules developed by national and international experts.

16. Turkey reported that 31 universities had graduate degree programmes and research and application centres that conducted studies aimed at improving respect for human rights. In Bosnia and Herzegovina, the Human Rights Centre at the University of Sarajevo played a key role in providing documentation, issuing publications, teaching, expert advice, research and reporting on human rights. Switzerland and the Russian Federation, among others, had international master's degree programmes in human rights, supported by inter-institutional resource centres. A variety of specialized master's courses were offered in a number of universities, for example, on women and migration (Morocco) and on child rights in public policy development (Honduras). Algeria, Germany and Morocco referred to the United Nations Educational, Scientific and Cultural Organization network of Human Rights Chairs in universities, which helps to promote programmes of this kind.

17. It was clear from the responses that many universities currently provided a rich resource for teaching not only their regular students, but others as well. In Switzerland, the Swiss Centre of Expertise in Human Rights, a network of universities supported by the Federal Government, functions as a service centre on issues relating to migration, police and justice, gender and other aspects of human rights. It offers human rights training and produces pedagogical tools for various groups, including the authorities. The Faculty of Political Science of the University of Belgrade is one example of a higher education institution offering specialist studies for State employees (see section B below).

18. Several States (including the Bahamas, Hungary, Seychelles, Slovenia and Switzerland) reported that human rights currently constituted a basic element in teacher training, both prior to qualification and in service. In Sweden, the Education Act and the national curriculum stipulate that everyone working in schools is obliged to promote respect for human rights. In Togo, human rights training is necessary to obtain a professional qualification to teach in all schools, however, such training is not mandatory for promotion. In Slovenia, candidates for school principal must have attended courses on human rights, while in the Republic of Korea, human rights are included in the training required to qualify as head teacher, deputy head and teacher. Japan includes human rights in the training of librarians. Honduras reported that, in 2013, it had launched a course aimed at helping teachers to detect human rights violations in the educational context, to identify those in situations of vulnerability and to apply appropriate methodologies to teach human rights in the public education system. Since 2012, Georgia has paid special attention to the rights of persons with special education needs and persons with disabilities in programmes for teachers and staff engaged in vocational training.

19. Insofar as in-service teacher training is concerned, Bosnia and Herzegovina noted that the European Charter on Education for Democratic Citizenship and Human Rights, adopted by the member states of the Council of Europe, obliged States to train all educational workers in teaching and educating for democratic citizenship and human rights so that they acquire thorough knowledge and understanding of the matter and the use of appropriate teaching and learning methods. In Estonia, human rights are a priority in in-service teacher training. In the Republic of Moldova, distance-learning courses for teachers were being developed on a number of issues. In Guinea, several teachers had enrolled in the country's only human rights master's programme (at University of Sonfonya), although it

was not mandatory for advancement. Jordan reported on its five-year plan for teachers, supervisors and school principals to participate in workshops on human rights concepts, the preparation of learning activities for curricula specialists and textbook writers, while noting that it still lacked the resources necessary to carry out the plan. Special attention is paid to specific human rights issues during in-service training, as relevant in the particular national context, including gender, equality and child rights (Republic of Moldova, Sudan, Italy); HIV/AIDS and gender-based violence (Botswana); anti-gypsyism (Germany); female genital mutilation (Gambia); and trafficking in persons (Ukraine).

20. There appeared to be a variety of opportunities for cooperation with other Governments, international organizations and non-governmental organizations (NGOs) in human rights training initiatives for teachers. Bosnia and Herzegovina reported on its work with the NGO, Civitas, to train some 30,000 teachers across the country, develop new curricula and publish a university textbook on democracy and human rights. Georgia reported earlier on similar work, in cooperation with the United States Agency for International Development and other partners. Honduras had developed a comprehensive plan, with support from the European Union, the United Nations Children's Fund (UNICEF) and others, with human resources from a range of national actors, including the Honduras Autonomous University and the State Secretariat in the Education Office.

B. Human rights training for civil servants

21. Human rights is a core element in mandatory training for civil servants in a number of reporting States, including for new recruits (for example, in Bosnia and Herzegovina and Turkey), civil servants at all levels (for example, in Colombia, Germany and Sweden) and top managers in public administration (for example, in Slovenia). Although not mandatory, human rights are a priority area for the training of civil servants in Romania. Under the Swiss Constitution, anyone working for the State is obliged to contribute to the protection of human rights. In 2010–2011, in drawing up guidelines for the education and training of civil servants, the Ministry of Public Administration and Security of the Republic of Korea included human rights in the mandatory training for civil servants. Australia established a human rights public- sector education programme to strengthen capacity for developing policies, programmes and legislation consistent with human rights and to guide administrative decision-makers on human rights issues. Andorra set up human rights training courses for public servants in line with the World Programme. In China, the Central Party School and education units at all levels have universally incorporated human rights in their curricula and conduct human rights education for leading officials of all ranks.

22. The States indicated that human rights training was being extended to staff and officials in many different agencies of central and local government, including the Departments of Foreign Affairs, Internal Affairs, Justice and Education as well as sociocultural advisers, family centre coordinators and education directors in communes, in Burundi, and staff of the State Secretariats for Agriculture and Farming, Forestry Conservation and Public Works, Transport and Housing, in Honduras. In Mexico, thousands of civil servants at the federal and local levels have been trained on the contents and scope of the 2011 constitutional human rights reform. While there is no institutionalized human rights training for civil servants in Guinea, seminars and workshops are organized for regional governors, prefects, teachers and mayors in specific contexts, for example, elections, national reconciliation and transitional justice programmes and local development. Guinea further identified the need for action plans for human rights training, in particular for civil servants working in the areas of health, finance, land administration and decentralization. In its latest report under the universal periodic review, the Lao People's Democratic Republic highlighted its efforts to build human rights capacity among

its government officials at both the central and local levels, and regretted that it had not been able to cover the whole country due to lack of capacity.

23. Specific human rights of particular concern in the national and local contexts were mentioned regularly in relation to in-service training for civil servants, often with regard to groups in situations of vulnerability. Colombia reported on the Human Rights Training Plan for public officials in the different territorial entities (governors' and mayors' offices) who work with groups with special constitutional protection, including persons of African descent, indigenous peoples, Roma and lesbian, gay, bisexual and transgendered communities. Greece mentioned initiatives undertaken specifically in relation to trafficking, violence against women, racism and xenophobia. Greece has a permanent committee for training on issues of gender equality and, in recent years, the Ministry of the Interior Directorate of Migration Policy has conducted a special intercultural training programme for civil servants dealing with third-country nationals. Romania highlighted integration of minorities, social assistance and combating discrimination as priority areas for attention. Switzerland's Fight against Racism Service has trained several hundred public administration officers on combating racial discrimination. The Czech Republic provides training on trafficking to staff of social welfare departments of local authorities and employment centres. Guatemala provides training on gender-based violence and non-discrimination for public servants in the regions. In Morocco, the staff of the Ministry of Youth and Sports, in particular those working in child-protection centres, completed a series of human rights training courses, while public sector employees in Qatar receive training in the protection of women and children. Germany reported that particular attention was being paid to the use of personal data in computer science courses for public servants.

24. A range of learning methods exist for civil servants already in posts. Like Serbia and Switzerland (see section A above), Croatia has included human rights training courses in specialized university curricula for public and civil servants. In Germany, human rights form part of the teaching and learning content of the in-service distance-learning programme leading to a master's degree in public administration. In the context of its National Programme on Justice, Human Rights and Peace Culture, Honduras developed a virtual learning platform and launched the first virtual course on human rights for public servants. It reported that, in every branch of Government, the number of civil servants trained in human rights was growing each year. In Chile training in human rights and related matters is carried out via the civil service computer training system, while in Australia, a human rights e-learning module was being developed for 200,000 public servants throughout the country.

25. A broad range of agencies are involved in conducting human rights training of civil servants in the different States. In Japan, the National Personnel Authority established the curriculum and the Ministry of Justice carries out workshops for central government officers twice a year. The Local Autonomy College gives lectures on human rights for those seeking senior positions in local public entities. The Ministry of Justice also trains leaders on promoting human rights in prefectures and municipalities. In Switzerland, the Swiss Centre of Expertise in Human Rights provides training for a diverse range of professionals, including the authorities. In Colombia, the Office of the Ombudsman and the regional ombudsman offices throughout the country promote human rights among public servants. One of the roles of the Presidential Human Rights Commission in Guatemala is to promote human rights in the training of civil servants. Since 2010, the Irish Human Rights Commission has led a comprehensive human rights education and training project for the Irish civil and public service which included both training activities and material development. The Royal Institute of Territorial Administration of Morocco organized the training of local authorities by judges, and invited the mediator and the National Human Rights Council to share their expertise. In Romania, the National Agency of Civil Servants develops professional training programmes for public administration personnel, while in the

United States of America, federal officials conduct targeted training sessions on human rights treaties for state and local officials.

26. The Ministries of Foreign Affairs in a number of States provide human rights training to diplomats and civilian experts departing on international missions (for example, Japan), as well as to other Government employees (for example, Switzerland). Human rights training is also mandatory for joining the diplomatic corps in some States (for example, Paraguay).

27. The many possible synergies between institutions within each State to assure human rights training for public servants has already been mentioned. Partnerships with the United Nations, regional organizations and NGOs as well as bilateral cooperation are also important avenues for human rights education and training. In Honduras, for example, the Spanish Agency for International Cooperation and Development provided essential support for the needs assessment carried out in the sector, in 2012, and for the drawing up the National Programme of Justice, Human Rights and Peace Culture, which constituted the basis for all other plans and programmes. In Greece, the training of officials of the Ministry of the Interior and Administrative Reconstruction benefitted from the knowledge and expertise of other European countries in the context of the European Integration Fund.

C. Human rights training for law enforcement officials

28. The basic training curriculum for cadets in police academies, colleges and agencies in many States now includes human rights as a subject (Algeria, Australia, Belize, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Ecuador, Estonia, France, Germany, Greece, Italy, Japan, Mauritius, Monaco, Morocco, Republic of Korea, Romania, Serbia, Slovenia, Sudan, Turkey and United Arab Emirates, to mention a few). In Colombia, a 1993 law made international human rights and international humanitarian law training a policy for the National Police, stipulating that human rights must be included in all courses, taking into account the importance of civil servants' responsibility for enforcing the law and protecting citizens' rights and freedoms. Guinea is developing new modules for basic human rights training. While a lack of resources means that the Ministry of Security is not yet able to provide such training to all police units, it is already obligatory for civil protection units. In Slovenia, programmes and policies relating to the organization and work of the police must, by law, include the protection of human rights. Colombia mentioned that human rights were being mainstreamed into different policing procedures.

29. In a number of States, in-service training in human rights is necessary for promotion (for example, in Bosnia and Herzegovina, Italy, Japan, Qatar and Romania), while in others, incentives, including remuneration, are given for such training (for example, in Slovenia). Several States referred to the updated training that police received on particularly pertinent issues and based on their respective levels. Continuous training, in particular for those deployed on United Nations and European Union missions, was mentioned by a number of States (for example, Romania and Slovenia).

30. The need for police human rights training to be practical was repeatedly stressed and, as Chile, Greece, Japan and Lithuania, in particular, reported, oriented towards issues that police officers could expect to encounter in their daily work. In that context, Morocco mentioned on-site visits to exchange experiences and on-going evaluation through outreach meetings. In Georgia, the Police Academy devotes special attention to teaching the legal basis for the use of force and to the acquisition of the relevant practical skills by future police officers, and every police officer has to undergo updated training periodically. In Japan, training sessions are held at police headquarters, police stations and other workplaces, as well as in police schools. In Germany, training is based on actual cases and concrete measures are discussed in the context of practical situations. In Poland, the police

recruitment system has been revised to allow for candidates' interactions with other persons to be examined thoroughly.

31. The Nepal police have central human rights units and human rights cells at the regional and local levels as well as mechanisms to examine petitions against police personnel for human rights violations, with the possibility of the results of such examinations being published. In Lithuania and Qatar, outstanding performance is rewarded and may be taken up for use as a case study in future training activities. A number of awards, such as the "good conduct certificate", have likewise been created in the United Arab Emirates to nurture motivation.

32. Learning from peers is considered critically important for police officers who, according to Italy, have a "distinctive professional culture". Thus, initial efforts are made to train as many trainers as possible within the ranks. The National Police of Guinea has a pool of some 25 human rights trainers in its ranks. In 2013, the Police Academy of Romania founded a centre to promote human rights within public order and security institutions, which now boasts 50 permanent trainers and another 271 resource persons to carry out its mandate throughout the country, together with a network of officers to disseminate procedures, laws and policies on human rights. In 2011, the Chilean National Police established a human rights department to promote international standards for the police. The Ecuadorian police has a similar department, which reaches some 600 officers weekly. The Human Rights Committee established in the Ministry of the Interior of the United Arab Emirates, in 2013, comprises representatives from all police departments and is charged with spreading awareness of and adherence to human rights. Colombia referred to its procedures for evaluating trainers.

33. Materials used in human rights training are tailored specifically for law enforcement officers, for example, "performance criteria for law enforcement officers in terms of human rights" of the Gendarmerie General Command, Turkey; "Policing in a multicultural society", National Police of Italy manual for trainers; "Complementary instructional module and Methodological guide on human rights, civil security and police functions", prepared by the Higher Academy for Police Studies, Chile, with the assistance of the Inter-American Institute of Human Rights; and from Poland, "To protect and to serve – how to foster the rights attitudes and behaviours during primary professional training". The Directorate-General for National Security of Morocco prepared a guide for judicial police officers, in collaboration with the National Human Rights Council and the Swiss Police Institute produced a reference book on human rights and professional ethics. The Ministry of Justice of Madagascar, with the assistance of international NGOs, prepared a handbook on the prohibition of torture for law enforcement officials, while the United Arab Emirates issued a guidebook of procedures for dealing with groups with special needs during pre-trial investigations. In Nepal, training manuals for police at every level include a section on human rights and in Germany, tutorial notes on policing and human rights are available on the Federal Police Intranet. OHCHR "Human rights standards and practice for the police" is distributed to all police and gendarmerie training units in a number of States (for example, Algeria).

34. In-service training for police officers often focuses on specific human rights issues. For example, in Greece such training addresses human rights provisions concerning the prevention of torture, use of personal data, combating violence against women, human trafficking, racism and xenophobia. Special emphasis on how to manage prejudices and prevent discrimination was mentioned by several States. Switzerland reported that, in 2013, the Swiss Police School had increased the time devoted to questions of discrimination as a key area to be addressed in continuing training. Colombia mentioned standing orders and directives relating to indigenous peoples and lesbian, gay, bisexual and transgender persons, among others. In-service training in Germany provides information on foreign

cultures, religions and the background and root causes of migration, with the aim of promoting tolerance and understanding for all. In Slovenia, police officers are trained in the management of stereotypes in a multi-ethnic society, which includes learning about the culture and history of Roma, encouraging awareness and increasing acceptance of diversity, as well as seeking appropriate and consistent ways for police to work with people from different backgrounds and in Portugal, police officers are being trained to act as mediators in Roma communities. In-service training could involve other specialized expert institutions and/or NGOs; the Equal Opportunities Ombudsman Office in Lithuania was mentioned in this respect.

35. Guinea reported that its police and gendarmerie schools had also incorporated international humanitarian law in their training and had recently introduced a module on child rights. A specialized police service created in Chile, in 2013, to strengthen relations with indigenous communities is provided training on the rights of indigenous peoples, their language and cultural identity. The Royal Gendarmerie of Morocco has been specially trained on human rights in the fight against terrorism and against drugs, while regular in-service training is provided for gendarmerie staff in Turkey, with on-site training for the provincial gendarmerie commands, in which equality and combating violence against women are among the topics regularly addressed. Human rights and gender equality are included in the training courses on combating trafficking in persons, drug trafficking and other issues offered by the International Training Centre in Belarus. Combating trafficking in human beings is also addressed in training courses for police officers in Kuwait and the United Arab Emirates, while in Ghana, special focus has been placed on sensitization of the police to issues of domestic violence.

36. Although human rights training is recommended for customs officers in Italy, such training is only mandatory for those going on foreign assignments. In Japan, human rights training is compulsory for newly recruited immigration officers and ongoing throughout their service. Several European countries reported on human rights training conducted for border police (for example, Romania, Slovenia and Switzerland). The Directorate-General for National Security of Morocco has given lectures in the Royal Police Institute on refugee rights, in cooperation with the Office of the United Nations High Commissioner for Refugees (UNHCR).

37. Within the European Union, Greece and Italy reported on the European Union Frontex programme, which provides compulsory human rights training to border guards participating in joint European operations. The Hellenic Coast Guard of Greece, under the Ministry of Shipping, has incorporated human rights in its training curriculum, as provided for in the Frontex programme, to assist its guards in the treatment of victims of trafficking, identification of asylum seekers, protection of minors and groups in situations of vulnerability and practical application of the principle of non-refoulement. Training is carried out by the Coast Guard and national police specially trained in human rights by Frontex, using a manual developed with the support of the European Union. Continuous training is made possible by UNHCR and the International Committee of the Red Cross (ICRC), and updated training is offered in particular to staff of pre-departure centres.

38. Human rights training is also a formal requirement in a number of countries for prison staff, especially in-service training (for example, in Chile and France) and for officials in particular (for example, in Estonia). Training is delivered in accordance with level of experience and focuses on the rights of detainees, including international and domestic standards on the use of force, prevention of torture and treatment of prisoners (Japan, Morocco, Switzerland and Turkey). In 2014, the National Prison Institute of Honduras began including human rights and gender in the basic training course for prison officer candidates. In Estonia, the Prisons Department of the Ministry of Justice carries out evaluation and impact assessments with regard to institutionalized human rights training. In

Burkina Faso, training on the rights of detainees is provided annually to prison guards. Burundi reported under the universal periodic review that human rights training sessions for prison officials had contributed to an improvement in the situation in prisons.

39. Human rights training for prison personnel also needs to be practical: Japan mentioned practice-based, on-the-job training programmes, including role-playing, that incorporated various events that occur on a daily basis in penal institutions. Morocco reported on practice drills relating to inspection, handcuffing, discipline and deportation, for example, and Greece mentioned prison visits, for example, for judicial police officers, including exchanges with detainees. In 2013, a national meeting aimed at strengthening the human rights competencies of penitentiary system public servants was held in Honduras. It focused on the responsibilities of the State and its representatives as guarantors of the human rights of persons deprived of their liberty. It was complemented by a series of regional and local workshops for prison staff. Portugal is engaged in a project to develop an e-learning tool for prison guards in countries in the Iberian Peninsula and Latin America. The Prisons Service in Ghana has its own training manual, which has been incorporated into the training curriculum of prison officers.

40. The distinctive professional culture of law enforcement officers is shared across national boundaries and there are many examples of international and regional, bilateral and multilateral cooperation in this sector. Police officers in some small States (for example, Andorra and Guyana, based on their reports under the universal periodic review) benefit from training in partner States. The Regional Rights Resource Team of the Secretariat of the Pacific Community provides training for police officers from the Pacific Islands. The United Nations human rights training and documentation centre for South-West Asia and the Arab region, in cooperation with ICRC, has organized human rights workshops for police officers. Greece alluded to the range of courses offered by the European Police College. The Netherlands and Bulgaria operate bilateral exchanges of police officers and the Italian *carabinieri* are twinned with the Turkish gendarmerie. Ecuador signed agreements with the Dominican Republic and France on cooperation in relation to human rights training for prison staff in the new Training Academy that was opened in 2011. Chile now offers an international diploma course on "human rights and citizens' security in the framework of policing", which addresses such issues as the use of force.

41. Regional human rights mechanisms play a significant role in this sector. Law enforcement personnel in a number of States are taught about the international and regional dimensions of the protection of human rights, treaties and institutions. Frequent reference was made regional standards and case law in the field of human rights — in particular with respect to the European and Inter-American systems — and their application in the daily work of law enforcement and prison officers. Regional mechanisms also offer an abundant range of opportunities for cooperation, support and partnership. One example is the comprehensive human rights training strategy adopted by police schools in Chile, in association with the Inter-American Institute of Human Rights.

42. Cooperation and technical assistance for many of the programmes — with OHCHR, UNHCR, UNICEF, other United Nations entities, ICRC, the European Union, other regional organizations, international and national NGOs and national human rights institutions, as well as inter-State partnership — are abundant. Such cooperation helps to ensure coherence in the human rights training of the targeted professional groups and offers opportunities for keeping up to date with developments. A number of States requested further support in this area.

D. Human rights training for the military

43. Training in both international human rights and international humanitarian law seem to be institutionalized in the basic training of the military in many States. In Colombia and the Democratic Republic of the Congo, such training is provided for in the Constitution. Advanced training is often mandatory in order to qualify for promotion (for example, in Colombia, Guinea, Honduras, Italy, Mexico and Togo). Reform of the defence sector in Guinea introduced human rights and international humanitarian law in the training of members of security and defence forces, as well as a new Code of Conduct, Code of Military Justice and General Disciplinary Regulations of the Armed Forces compliant with international human rights obligations. The Internal Peace and Security Plan of the Armed Forces of the Philippines (*Bayanihan*) is aimed at ensuring that members of the security forces receive continuous training in human rights and international humanitarian law, specifically with regard to their responsibility to protect human rights and human rights defenders. Switzerland and Honduras made special mention of the in-depth training of the military police, which includes human rights. Indonesia reported under the universal periodic review, in 2012, that human rights-based curricula had been introduced for military officers at all levels and that a memorandum of understanding had been concluded with the Indonesian National Commission on Human Rights for human rights training.

44. In Colombia, a special medal is awarded for outstanding work in the area of human rights and outstanding performance is also rewarded in Togo. In Bosnia and Herzegovina, the Parliamentary Military Commissioner strengthens oversight of the armed forces and protection of the human rights of those serving in the forces, while a human rights division was created within the Ministry of Defence of Guinea, in 2015, with a senior military officer in charge.

45. Japan conducts special training for the military on the treatment of prisoners of war. It noted the importance of Security Council resolution 1325 and stated its intention to formulate a national action plan for the military on women, peace and security, in cooperation with NGOs. Bosnia and Herzegovina reported that it had developed an action plan for the implementation of Security Council resolution 1325, which included workshops and lectures on gender equality. Switzerland described its specialized service for preventing extremism in the army and Colombia stated that its security forces had made significant steps with regard to those sectors of the population requiring special attention, including indigenous peoples, persons of African descent, displaced persons, women, children and others. In Mexico, training on linguistic and cultural diversity is organized for members of the army who speak indigenous languages, so that they could act as mediators during military operations.

46. Peer learning is regarded as being of critical importance in the military, given its particular professional culture. All the military schools in Guinea have a pool of human rights trainers. The study centre of the Mexican Army and Air Force provides human rights courses to chiefs and officials to develop human rights knowledge and skills among leaders and trainers. In Honduras, 39 military officers were trained to be human rights trainers and contributed to the design and development of a methodology and materials, with a focus on the application of standards, in practice, and special attention to groups in situations of vulnerability. In Italy, human rights training is delivered by specially trained civil and military staff as well as, when appropriate, by NGOs. In the military school of Colombia, staff are trained in pedagogical techniques for teaching international human rights and humanitarian law. The Armed Forces Graduate School of Human Rights and International Humanitarian Law in the Dominican Republic offers some 106 courses on those topics and, as at April 2013, had trained over 5,500 individuals. Major work had been under way for some years in the Philippines to transform its security sector into one that is compliant with human rights and international humanitarian law. The development of training curricula

and materials culminated in a new human rights action plan, designed on orders of the Chief of Staff, covering education and training, awareness and advocacy, monitoring and response procedures, issuance of reference certificates and exposure to best practices.

47. As in the case of training for law enforcement officials, most States provide practical and participatory training for the military, taking into account the role and level of responsibility of the recipients. In 2014, Colombia adopted a standard human rights and humanitarian law teaching model for the military, structured on six levels and setting out learning according to the operational needs and levels of responsibility of the participants, using a methodology based on practice. Training scenarios are adopted from real situations and tactical training is combined with instruction in human rights and humanitarian law. At the end of each training session, learning is evaluated and adjustments made, where necessary. Colombia reported that the methods of instruction relating to international human rights and humanitarian law are specifically tailored to meet the needs of the armed forces in their current context. Honduras also highlighted the importance of educational methodology that makes use of the instruction goals used in military training for mission accomplishment. Switzerland has developed an interactive DVD, which contains practical cases aimed at consolidating the theory acquired in basic training and, in 2013, the Armed Forces Graduate School in the Dominican Republic organized a workshop to prepare a manual on the use of force for the Dominican Armed Forces. Japan has been reviewing and revising reference and training materials for the treatment of prisoners of war and, in 2014, Mexico revised its military doctrine on the use of force to make it compliant with international standards, with the technical support of its National Human Rights Commission, ICRC and OHCHR.

48. Bosnia and Herzegovina, Guinea, Italy, Japan, Lithuania, Romania, Slovenia and Switzerland indicated that specialized human rights training is compulsory for military personnel who are being deployed abroad, including training on international humanitarian law, where peace missions are concerned.

49. While OHCHR and other United Nations entities, regional organizations, Governments, NGOs and national human rights institutions also assist in the provision of human rights training for the military, support from ICRC remains critical for many States, especially in respect of training on international humanitarian law.

III. Conclusions and recommendations

50. **The foregoing overview is witness to the impressive amount of activities undertaken by States to implement and support human rights education in higher education and human rights training for civil servants, law enforcement officials and the military during the second phase of the World Programme for Human Rights Education. Some of the initiatives had begun prior to the launch of the second phase of the World Programme or were framed under regional initiatives, such as the Arab plan to foster the culture of human rights education, endorsed by the Council of the League of Arab States, in 2010. One thing is certain, they all substantially further progress in human rights education and training in the target sectors. Furthermore, related recommendations made to States in the context of the universal periodic review seem to have had a significant impact in encouraging States to develop programmes and in encouraging States and organizations to offer support.**

51. **Of the 28 States which submitted information specifically for this report, some were able to make a solid evaluation of the activities carried out nationally to implement the second phase of the programme. Others provided details of individual training days, while still others indicated that developed plans had yet to be put into**

action. In Switzerland, the Swiss Centre of Expertise in Human Rights has been charged with making an inventory of human rights education initiatives across the country, while Slovenia identified a number of gaps in the process and was proceeding with the identification of possible measures to close those gaps and the preparation of guidelines for improving human rights education in the focus areas of the second phase. Honduras adopted a national programme in 2012 and since then, has developed content and methodology. Bosnia and Herzegovina regretted that it did not have the resources to fully implement the recommendations of the workshop that it had convened in 2012. All of those reports indicate that time is needed to advance and consolidate what has been achieved during the second phase.

52. While the foregoing overview highlights the institutionalization of human rights training for the targeted professional groups in a solid core of countries, there are many other countries in which such training remains ad hoc and dependent on external initiatives, which ultimately raises the question of sustainability. But the responses also indicate that the tools and resources for improvement in the area of human rights education and training are becoming more and more available.

53. What is interesting is that the overview also indicates that there is increased attention to the use of appropriate training methodologies that are practical and relevant to the learners and their work context. One recurrent aspect was the importance of peer-to-peer training for the targeted professional groups and the active involvement of senior management at all stages of training, in particular in the conception of training programmes. In addition, the expertise being built with the development of pools of trainers in some States, as well as practice-based curricula and materials, will help to secure quality and sustainability of the programmes developed.

54. The extent of cooperation among government departments, as well as among Governments, academia, national human rights institutions and NGOs in any given country appears particularly significant. Cooperation has also blossomed between States and serves to encourage progress, ensure greater coherence and secure support for States with fewer resources. As financial budgets diminish, synergies and alliances are essential.

55. The information provided by States and the supplementary sources reveal a wealth of opportunities for technical cooperation in human rights education and training by United Nations entities, ICRC, regional organizations, as well as individual Governments and NGOs. Similarly, there seem to be an increasing number of regional initiatives, which States can both contribute to and benefit from, thereby fostering a valuable exchange of experiences and cross-fertilization of ideas. Examples mentioned include the Inter-American Institute of Human Rights, the European Union, the Organization for Security and Cooperation in Europe, the Council of Europe and the Secretariat of the Pacific Community.

56. Finally, and although word-limit constraints preclude details, the majority of reports indicated that the work begun with the first phase of the World Programme, in relation to primary and secondary schools, was continued and, in some cases, institutionalized, thanks to the curricula developed, the number of teachers trained and the materials available.

57. While considerable progress has been made in some countries, all States should take full advantage of the third phase of the World Programme for Human Rights Education to strengthen implementation of the first and second phases, with specific attention to the second phase targeting higher education and training for teachers and educators, civil servants, law enforcement officials and military personnel.

58. To that end, the Human Rights Council, in resolution 24/15, encouraged States and relevant stakeholders to place special emphasis on the following strategies:

(a) Advancing implementation and consolidating the work done;

(b) Providing human rights education and training for educators in formal and non-formal education and training, in particular those working with children and youth;

(c) Undertaking related research and mapping, sharing good practices and lessons learned, and sharing information among all actors;

(d) Applying and strengthening sound educational methodologies based on good practices and assessed through continued evaluation;

(e) Fostering dialogue, cooperation, networking and information-sharing among relevant stakeholders;

(f) Furthering the integration of human rights education and training into school and training curricula.

59. Detailed guidance on these strategies is provided in the plan of action for the third phase (2015–2019) of the World Programme (see A/HRC/27/18 and Add.1).

60. States who have not yet done so, should make an inventory of national initiatives relating to the second phase of the World Programme, taking stock of national progress against the guidance in the plan of action for the second phase in order to develop and implement a national strategy, which should make optimal use of existing national, regional and international resources.

Annex

List of Governments that submitted information

Bosnia and Herzegovina
Burundi
Chile
Colombia
Estonia
Georgia
Germany
Greece
Guinea
Honduras
Hungary
Italy
Japan
Jordan
Kuwait
Lao People's Democratic Republic
Lebanon
Lithuania
Mexico
Morocco
Qatar
Romania
Slovenia
Switzerland
Togo
Turkey
United Arab Emirates
Uruguay